



Virtual and Hybrid Campuses

Why offer Virtual or Hybrid Models?

When designed effectively, virtual or hybrid learning can be transformative for students and educators, opening new opportunities for flexibility, personalization, data-driven instruction, and "anytime, anywhere" learning.

Virtual and Hybrid Options are often used in these scenarios:

- Flexible schedules for students who work or are professional athletes
- Students with medical needs (including mental health)
- Learning at a student-centered pace
- Alternative to homeschooling
- Families with high travel schedules

SB 569 establishes
**three delivery formats &
streamlines requirements**
for virtual/hybrid learning.

Individual Courses

- LEAs **may offer** individual virtual or hybrid courses and **certify** that those courses cover **the TEKS**, provide grade-level **rigor and mastery** of the subject or grade-level, & **meets standards of quality**

Full-Time Virtual/Hybrid Programs

- LEAs may offer virtual/hybrid programs within campuses **without authorization** if enrollment is **less than 50%** of students enrolled at the campus

Full-Time Virtual/Hybrid Campuses

- LEAs may offer virtual/hybrid campuses **after receiving authorization** from TEA through **application process**
- Increased accountability** requirements

- **Synchronous Instruction:** real-time, scheduled learning sessions where instructors and students interact simultaneously over the internet through live video and interactive tools
- **Asynchronous Instruction:** online learning where students access the instructional material and complete assignments on an individual pace and schedule. Minimal to no mandatory real-time sessions with the instructor
- **Full-Time Virtual Program** is an educational option where students attend almost entirely online, receiving instruction and content primarily via the Internet, either synchronously or asynchronously, with minimal to no in-person attendance.
- **Full-Time Hybrid Program** is a full-time educational option where a student attends in-person classes for less than 90% of instructional time. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods. Hybrid programs may be organized so that courses are delivered partly in-person and partly online or scheduled such that students attend both virtual and in-person classes within the same school day, or through a combination of these methods
- **Whole-program Virtual Instruction Provider** - Whole-program Virtual Instruction Provider means a private or third-party service that provides oversight and management of the virtual instruction services or otherwise provides a preponderance of those services for a full-time virtual or full-time hybrid campus or program

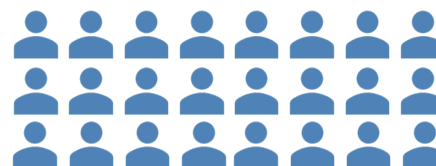
Virtual and Hybrid Program and Campuses

Full-Time Virtual and Hybrid Campuses

- Must be **authorized to operate** a full-time hybrid or virtual campus
- Schools must **receive a unique campus designation number**
- Funding for full-time virtual and hybrid campuses will be determined using the Foundation School Program (FSP) formula, based on the number of **full-time equivalent (FTE) students enrolled at the campus** and multiplied by the charter school's average daily attendance (ADA) rate or state ADA rate.
- Authorization continues indefinitely unless the school receives a D or F rating for the three preceding years

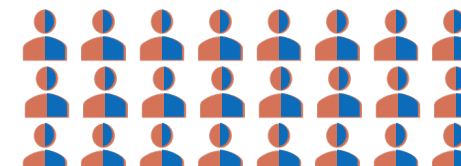
Full-Time Virtual Campus

At least 50% of enrolled students participate in an authorized full-time virtual program.



Full-Time Hybrid Campus

At least 50% of enrolled students participate in an authorized full-time hybrid program.



Virtual and Hybrid Campus Requirements

- A newly approved full-time virtual or hybrid campus **must complete a year of planning** prior to serving students.
- A virtual or hybrid campus must include **at least one grade level in which an assessment** instrument is required under TEC, § 39.023(a) or (c); (2) sufficient grade levels, as determined by the commissioner, to allow for the annual evaluation of student performance; or (3) an alternative performance evaluation measure approved by the commissioner during the authorization process, in accordance with TEC, § 30B.101(c)

Student Eligibility Requirements

Full-Time Virtual Campus

- A student is eligible to enroll in a full-time virtual campus if the student:
 - **Attended a public school in this state for a minimum of six weeks** in the current school year or in the preceding school year;
 - is, in the school year in which the student first seeks to enroll in the full-time virtual campus, enrolled in the first grade or a lower grade level;
 - was not required to attend public school in this state due to non-residency during the preceding school year;
 - is a dependent of a member of the United States military who has been deployed; or
 - has been placed in substitute care in this state.

Full-Time Hybrid Campus

- A **student eligible to enroll in a public school is eligible** to enroll at a full-time hybrid campus

- Authorization of a full-time hybrid or full-time virtual campus continues indefinitely unless revoked under TEC, § 30B.102.
- The commissioner shall or may revoke authorization under the following conditions:
 - if the campus has received, for the three preceding school years:
 - a needs improvement or unacceptable performance rating under TEC, Subchapter C, Chapter 39;
 - a performance rating of needs improvement or unacceptable, as determined by the commissioner, on an evaluation approved under TEC, § 30B.101(c)(3); or
 - any combination of the above two types of ratings.
 - The commissioner may revoke the authorization or require intervention based on a special investigation conducted under TEC, § 39.003.
 - The commissioner shall revoke the authorization if a private or third-party used to operate the campus is determined to be ineligible under TEC, § 30B.152, unless the commissioner approves a request to use an alternative provider.

What to review before applying for a Virtual or Hybrid Campus?



SENATE BILL 569



INSTRUCTION AND
GUIDANCE DOCUMENT



ADDENDUM FOR
VIRTUAL/HYBRID
CAMPUSES



ASSURANCES IN THE
ADDENDUM

Address the **full-time virtual** or **hybrid campus** information in responses of the general application

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Vision Statement

State the vision of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different learning methods and continuous improvement. Provide evidence supporting the efficacy of the design and guiding principles with the projected student population.

The addendum includes **additional questions** specific to the full-time virtual or hybrid campus only

Academic Program and Progress Monitoring

Outline the education program, detailing how curriculum, core instructional practices, digital tools, and assessment strategies will enhance academic achievement in a virtual or hybrid model. (Include the delivery method (synchronous, asynchronous online, in-person, or other).

Describe teacher and student-facing systems used to track progress and determine student success within the virtual or hybrid learning model.

Identify the manner in which assessment instruments as required in TEC [39.023](#) and [39.025](#) will be administered in-person for students enrolled in a hybrid or virtual course.

Operations

Provide a plan to develop and distribute written information describing each hybrid or virtual course available for enrollment.

Provide a plan to offer (or not offer) any computer equipment and/or Internet for virtual or hybrid students.

Addendum – Whole Program Provider

Addendum- Full-Time Hybrid/Full-Time Virtual Campus

Provide a detailed description of all services to be provided. Describe all goods, instructional materials and associated costs.

Service	Description of Services	Cost

Click to add a row to the table above.

Click to remove a row from the table above.

Discuss the historical performance of the proposed educational service provider in virtual services and any applicable student outcomes.

Describe the oversight and evaluation methods that the governing board will use to oversee the private or third-party provider. Include the frequency, evaluation tool to be used, and expected student outcomes.

Identify the measures that would be taken if the third-party provider does not meet performance and/or student achievement outcome goals.

Describe the plan to operate the school in the event of termination of the management agreement.

Questions